

## CAC 2-13-24: IEP Accommodations and Modifications Presentation

- An **accommodation** is a support that is put into place in a classroom so a student can access the general education curriculum. Accommodations do not change the material, rigor, grade level standard, or content being taught. They are implemented to enable students with disabilities to participate in general education with their grade level peers.
- A **modification** changes the material, rigor, grade level standard, and/or content being taught in a general education classroom. Modifications might be necessary but when used, it means a student is not fully accessing the general education curriculum.

**Accommodation areas to consider** (definitions taken from Elk Grove Unified School District's Accommodation Plan):

- **Time:** Adapt the time allotted and allowed for learning, task completion, or classroom testing.
  - Extra time to complete homework, assignments, projects, or tests
  - Set time limits and accept what is completed in that time
  - Do not use timed tests
- **Quantity:** Adapt the number of items that the student is expected to learn or complete.
  - Fewer problems assigned to show mastery
  - Shortened writing assignments
  - Shortened homework assignments
- **Level of Support:** Increase the amount of personal assistance with a specific student.
  - Preferential seating (ex. In front, away from distractions, next to a peer helper)
  - Small group for reteaching in classroom
  - Differentiated instruction in classroom
  - Pull-out intervention group
  - Assistance with getting ideas down, provide graphic organizers
  - Provide visuals for multi-step problems
  - Provide checklist/rubric for writing
  - Behavior chart, incentive system
  - Check in frequently
  - Have student repeat directions back to check for understanding
  - Math word problems read aloud
  - Provide manipulatives
  - Tests taken in a smaller environment
- **Input:** Adapt the way instruction is delivered to the student.
  - Provide visuals for oral presentations when appropriate
  - Break work into chunks
  - Provide notes and outlines so student can follow along instead of having to copy
  - Provide copies of notes when absent instead of expecting to copy from a peer
  - Break multi-step instructions into chunks or individual steps and provide a visual

- **Participation:** Adapt the extent to which the student is actively involved in a task.
  - Call on student when you know they have the correct answer (establish signal)
  - Prep student with the answer ahead of time
  - Intentional grouping to provide student with peer support
  - Provide a break card if student becomes overwhelmed and needs a break
- **Output:** Adapt how the student can respond to instruction.
  - Accept oral answers and explanations when appropriate
  - Student can use whatever strategy in math
  - Type written work instead of writing
  - Use print instead of cursive

**Modification areas to consider** (definitions taken from Elk Grove Unified School District's Accommodation Plan):

- **Difficulty:** Adapt the skill level, problem type, or the rules on how the student may approach the work.
  - Provide a multiplication chart for multiplication assignments
  - Read text to a student (if student is unable to read it)
  - Read a reading test aloud
  - Oral answers accepted instead of writing them (if writing is being graded)
- **Alternative Goals:** Adapt the goals or outcome expectations while using the same material.
  - Change tests from short answer to multiple choice
  - Write one paragraph instead of five
  - Draw picture instead of providing a written response (if writing is being graded)
- **Substitute Curriculum:** Provide different instruction and materials to meet the student's individual goals.
  - Provide text at a student's level (below grade level)
  - Provide 1-digit x 1-digit multiplication instead of 2-digit x 2-digit
  - Curriculum below grade level
  - Phonics material instead of fluency material

***The examples provided are accommodations and modifications that I have used as a special education and general education teacher and/or that my son has used as a student with an IEP. This is not an exhaustive list. It is very important to implement only accommodations and/or modifications that your child needs. The goal is not to get as many supports as possible but to get the supports that your child needs to be able to access the general education curriculum to the fullest extent possible. Independence is always the goal.***